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ABSTRACT

This paper examines the development, implementation, and evaluation of the LAP Reading Program. The program sought to provide low-income, inner-city kindergarten children with "lap reading" experiences (having adults read aloud to them) to increase their interest in and knowledge of books and reading. The 10-week program initially contained 25 children and 25 university students, who served as "lap tutors." The program also encouraged parents to read to their children at home. The LAP Reading Program succeeded in improving the children's scores on literacy tests and increasing levels of parent involvement in their child's reading. At the conclusion of the program, the university student tutors were surveyed on their perceptions of and feelings about the program. Survey results revealed that the tutors learned about ways to share books with children and about the various racial and ethnic backgrounds of the children involved. Six appendixes contain parent correspondence on the LAP Reading Program, tutor training materials, sample picture book stories read to the children, tutor observation forms, and parent surveys. (MDM)

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LAP Reading Program: Every Child A Reader

UKERA #0006

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LAP Reading Program: Every Child A Reader

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INTRODUCTION

The single most important learning milestone in children's educational lives is learning to read independently with high comprehension. If students are going to succeed in school, they must be able to read fluently and comprehend effectively. Numerous studies have shown that children who fail to learn to read in grade one rarely catch up to their peers who got off to a good start in reading. In spite of large investments of time and money in remedial instruction, the slow starters fall further and further behind their peers (Allington & McGill-Franzen, 1989).

Children who learn to read on their own without formal instruction during the preschool years are children who grow up in literate environments in which parents read aloud to them frequently and answer their questions about print (Durkin 1966; Clark, 1976). This method of learning to read has been deemed the "lap technique," because a loving adult takes the child on his or her lap and reads aloud from a favorite book (McCracken & McCracken, 1986).

Unfortunately, many children arrive at school without the benefit of the "lap technique." Based upon his work in the inner city schools of London, Gordon Wells (1986) laments that educators may never be able to compensate for the lack of literacy experience of children who have not been read to during their preschool years. However, he contends that our only chance to do so is immediately upon school entrance by providing these children the one-on-one experience of having a supportive adult read aloud to them, discuss the meaning of the story, and help them discover the manner in which print works.

PURPOSES OF THE PROJECT

Improving School Performance of At-Risk Students

The major purpose of the LAP Reading Program was to provide a group of low income inner city children with the one-on-one experience of the lap technique. The goal was to help children who come to school without experience with books and print to gain this knowledge and experience through hearing storybooks read aloud by a university student who

would interact with the child in the same way that parents do in homes in which storybook reading is a common routine. Besides learning to love books and learning about the way that books and print work, the child would have the benefit of one-to-one interaction with a university student who would provide encouragement and emotional support for the child's efforts to learn to read. By having a new book and an accompanying tape to take home each week, the children would have increased exposure to books and print beyond the school day and other family members could become involved in literacy activities along with the child.

Improving Preparation of Teachers

A secondary purpose of the grant was to provide preservice training to university students so that they would have the opportunity to learn the importance of and appropriate techniques for reading aloud to children and for engaging children in discussions about the stories. The university students would increase their knowledge of good children's literature and how to share this literature with children.

Improving Inservice Teacher Training

Another incidental purpose was to increase classroom teachers' knowledge of children's literature and literature sharing techniques as the teachers received sets of the children's books, tapes, and literature extension activities.

EXPECTED OUTCOMES

There were five outcomes expected for the children, families, university students and regular classroom teachers participating in the Lap Reading Program:

1. The children who participated in the program were to develop greater knowledge of print concepts, increase story comprehension, and develop a positive attitude toward books and learning to read.
2. The participating children were expected to experience positive social/emotional benefits from one-on-one read aloud activities with the "lap tutor."
3. By having the books, tapes, and home activities, parents and other siblings in the families could share and benefit from the stories.

4. University students who served as "lap tutors" would develop literature sharing strategies.
5. Regular classroom teachers who participated in the Lap Program could use the books and literature extension activities with the other children in the classroom who were not participants.

PROCEDURES

Children selected for the LAP Reading Program were five-year-olds who were first year primary students (kindergartners), in an inner city school. Sixteen (67%) of the 25 children were African American. These children were assessed to determine the extent of their knowledge about books and print concepts. An adaptation of Marie Clay's (1992) Concepts About Print test was used to determine the children's familiarity with books and print. Twenty-five children who demonstrated a lack of familiarity with books and print on this measure were assigned to work with undergraduate education students.

Parents were informed of their child's selection into the program by letter. This letter explained the program, discussed the procedures, and listed the books to be used during the ten weeks (See Appendix A for Parent Letter). Additionally, parents were invited to an Open House at the school, where a special meeting was held to further discuss the program.

Originally, only 20 children were to participate in this program. However, due to high interest in the project, a total of 25 university students from the University of Kentucky and Transylvania University volunteered to serve as "lap tutors," therefore 25 children participated. A short training session, based upon the work of Hoffman, Roser, and Farest (1987), was developed by the project directors. The training was designed to teach the "lap tutors" appropriate read-aloud techniques that engaged the children with the story and helped them to relate the story to events in their own lives (See Appendix B for Training Protocol).
The university students were encouraged to ask the children open-ended questions that required them to become actively involved with the story. Furthermore, the tutors were taught ways to help the children understand how print works. For example, the "lap tutors"

were shown how to run their finger under the print occasionally as they read aloud to the children. This technique helped children recognize that reading progresses from left to right and from top to bottom on the page.

The tutors were also taught to discuss concepts about letters and words within the context of the books that they read aloud. These and other techniques helped the children acquire concepts about print, comprehension skills, and positive attitudes toward books and reading as they shared a book with a warm, supportive university student.

Research on reading suggests that children need multiple exposures to the same book, as each time a book is revisited, the children deepen their understanding of the book. The duration of the LAP Program was ten weeks for the first semester of the school year. The university students read to the children three times each week from the same book. During the first session of the week, a new book was introduced, read, and discussed. Subsequently, the books were reread at each visit during the week and the "lap tutors" implemented literature extension activities with the books. A copy of each book and the extension activities were given to the children's regular classroom teachers for use with the other students in the primary classroom (See Appendix C for Extension Activities). [Copies of these activities are available from the Institute on Education Reform at the University of Kentucky for the cost of duplicating and mailing. Requests can be sent to 101 Taylor Education Building, Lexington, KY. 40506-0001 or phone 606/257-6734].

Each child received his/her own copy of the book to take home along with an audio tape of the book and an inexpensive tape player. The tapes were recorded by various University of Kentucky faculty and staff members, five of whom were African American and two were male. In addition to the books and tapes, letters were sent home that contained extension activities for families to employ with the child and any other siblings in the home (See Appendix D for Family Activities).

Book List for LAP Reading Program

Since a high percentage (70%) of students attending the cooperating school are African American, one of the goals of this program was to expose the children, their tutors,

and their teachers to several books featuring African American children. However, the project directors were only partially successful in achieving this goal as it was difficult to find many easy predictable books that had African American characters in them. In two of the 10 books, the main characters were African American and in two others they were Caucasian. The other six books had animals as main characters or alphabet and number concepts with no human characters.

Predictable elements deemed important were: plots that enabled the children to anticipate the next episode or event; repetitive language that enabled the children to join in on the repeated phrase or line; rhyme, rhythm, and repetition that encouraged the children to chant or sing along; and patterns that focused on familiar cultural sequences (e.g., alphabet, numbers, days of the week).

Based on these criteria, ten books were selected and introduced to the children in the following order:

Week 1. Brown Bear, Brown Bear

Week 2. Ten Black Dots

Week 3. The Wheels on the Bus

Week 4. The Very Hungry Caterpillar

Week 5. Whistle for Willie

Week 6. Where the Wild Things Are

Week 7. Chicka Chicka Boom Boom

Week 8. Amazing Grace

Week 9. Three Billy Goats Gruff

Week 10. The Very Quiet Cricket

The children were given a copy of each book and an accompanying tape at the end of each week.

EVALUATION OF THE LAP PROGRAM

Results of Concepts About Print Test

To determine whether the children's knowledge of books and print increased, the children were tested at the beginning and end of the project on an adaptation of Marie Clay's Concepts About Print test. Tests were administered by two of the project co-directors. The pre and post-test scores are displayed in the following table (See Table 1).

TABLE 1. TEST SCORES

STUDENTS	PRE TEST SCORE	POST TEST SCORE
S1	14	20
S2	15	19
S3	18	20
S4	19	17
S5	15	20
S6	10	13
S7	10	22
S8	12	16
S9	12	17
S10	10	19
S11	14	20
S12	10	19
S13	16	17
S14	16	22
S15	17	20
S16	13	17
S17	14	22
S18	16	20
S19	Began late	20*
S20	19	21
S21	12	20
S22	11	19
S23	15	21
S24	14	20
S25	16	19
TOTAL MEAN SCORE	**14.08**	**19.17**

Note: *Not included in analysis

Scores of all of the children except one improved from the pretest to the post-test, with a range of improvement from 2 to 12 points and a mean improvement of 5.09 points. This indicated a significant gain in children's knowledge about print concepts.

Observations of Tutors

To determine whether the preservice teachers improved in their ability to read aloud and discuss books with children, observations of the literature sharing sessions were conducted at the beginning and end of the LAP Program. The observations had two purposes. First, the directors wanted to provide tutors with feedback on their literature sharing techniques; and second, the directors wanted to observe the children's involvement in the stories.

When observing the tutors, the observers looked for six different behaviors which are related to effective literature sharing techniques: predicting before, during, and after; involving the student during the reading; questioning and extending student responses; connecting the book with the student personally; focusing on key vocabulary words; and providing follow-up activities after reading the book. The observer recorded both tally marks and comments for the number of times the behavior was observed (See Appendix E for Observation Sheet).

Results from the Observations at the Beginning of the Program

In terms of eliciting predictions, the observers found that tutors were encouraging some prediction before the stories, but most of the predictions occurred during the story instead of before or after. Most of the tutors repeatedly discussed the title and author of the book before reading the story.

Tutors involved children in the stories by having them turn pages, name pictures, and sing songs that corresponded to the story. Most of the tutors spontaneously asked the children short recall questions, but very few tutors asked open-ended questions. The questions usually focused on recall of the story and did not build on the children's responses. Perhaps the tutors' inexperience in reading to children contributed to this weakness. Several tutors did a good job at relating the story to the children's lives. This behavior was observed at least one time from each of the tutors observed. However, the frequency of this behavior depended on the individual tutor.

There was very little evidence of the tutor focusing on key vocabulary within the story. If there was a focus, it usually related to a reoccurring word in the story. For example, in the story, The Very Hungry Caterpillar, the tutors often focused on the word "cocoon."

All tutors involved the children in follow-up activities designed by the directors of the program. Observers found that during this activity time that the child and tutor discussed and connected the story to the child's personal life. Since this activity time frequently involved cutting and coloring activities, the children had time to reflect and talk informally with the tutors concerning other areas in their lives.

Results from Observations at the End of the Program

The observers saw an increase in the number of predictions the tutors elicited before, during, and after the stories. During these observations, there were more predictions before than during the story. The number of predictions varied with the individual tutor. For example, some tutors asked many prediction questions; whereas, others asked very few prediction questions.

At the end of the project, the observers noted increased involvement of the children in the stories. Children were taking the initiative to join in on familiar phrases and turn pages of the book. Once again, the observers found that the questions asked at the end of the story were usually factual recall questions rather than open-ended questions.

There was no increase found in the amount of time the tutor spent on connecting the book to the child's life. However, it appeared that the tutors did a better job at extending the children's responses. Observers did not see much attention paid to vocabulary within the text. If tutors focused on this area, it was usually on letters or repetitive words from the story.

Again the tutors provided children with the designated follow-up activities. There was an increased amount of dialogue and conservation between the tutors and the children. Perhaps the increase in conversation was a result of the friendship that was developed during the program. Overall, there were not major increases in the tutors' use of effective literature sharing behaviors at the end of the program.

Results of Parent Survey

To determine participating parents' perceptions of the LAP Reading Program and how it helped their child as well as any other siblings, parents were asked to respond to seven questions on a survey sent to their home. Parents responded to the first five questions by

circling the word and number that best described their feelings. Question one addressed the issue of whether the child used the books at home. Due to a typographical error, the score of 4 was designated incorrectly so this question was scored on a scale from 1-3, with 1 indicating "not at all," 2 "a few times," and 3 "several times." The mean score was 2.8 indicating frequent use of the books since 3 was the highest possible score. Question two asked parents if other children in the family read the books. There were no other children in some families, but several parents indicated that their other children did use the books (Mean = 2.3). The last three questions asked parents if their child enjoyed the program, if they saw any differences in their child's interest in reading books, and if the home activities were helpful to them when reading the books. These responses were rated on a scale from 1-4, 1 indicating "no," 2 "some," 3 "quite a bit," and 4 "a whole lot" (See Appendix F).

Parents reported that their child enjoyed the reading (Mean = 3.3) program and that their child's interest in books increased (Mean = 3.4). Parents also said that they found the home activities helpful to them when reading the books to their child (Mean = 3.2).

The last two questions on the survey were open-ended questions that asked parents what they liked most about the LAP Reading Program and if they had any additional comments concerning the program. All of the comments were positive and indicated that both the parents and the children were enjoying the books and tapes.

Several parents reported that they were happy that their child participated in the Program. One parent stated, "It really helped both my children learn and want to read more often, and with the tapes, helped them to memorize the books a lot!" Another parent commented, "It gave me a chance to share in my child's reading progress along with giving us quality time instead of just study time. We made it fun instead of a chore!" Parents also said that their child learned a great deal from reading the books. One parent stated that it taught her child how to associate the pictures in the book to the words on the tape; whereas, another parent said that her child had learned to read the books.

Many parents felt that the program was very helpful and that their child showed increased interest in reading other books. One parent stated, "It helps children want to read

and take care of their own personal belongings." Overall, the parents' comments showed that they were pleased with the program and with their child's progress.

Results of Tutor Response Survey

At the conclusion of the LAP Reading Program, the project directors used a survey to gain information from the tutors on their perceptions and feelings toward the program. There was a total of 11 open-ended questions on the survey

Question 1. What book or books do you feel your child liked the most?

Tutors listed the following books as the children's favorites: Brown Bear Brown Bear, The Very Hungry Caterpillar, Chicka Chicka Boom Boom, and The Three Billy Goats Gruff. One tutor stated that after she read, The Very Hungry Caterpillar, that the child was very excited and motivated and wanted to hear the story again.

Question 2. What book or books do you feel your child liked the least?

The book, Amazing Grace, was listed as the children's least favorite book. This was probably due to the complexity of the book as several tutors said that this book was very difficult for the children to follow and comprehend. Other books listed as least favorites were Where The Wild Things Are, Ten Black Dots, and The Wheels on the Bus. One tutor felt that the book, The Wheels on the Bus, was somewhat boring and lacked exciting opportunities for the children to interact and develop skills. However, the children's lack of interest and enthusiasm for some of these books could be related to the tutors' inexperience in read aloud techniques. Perhaps these tutors did not yet know how to provide extension activities and involve the children with the story. (e.g. singing and marching to The Wheels on the Bus, pretending to be a Wild Thing)

Question 3. What did you enjoy the most during the LAP Program?

Several of the tutors responded that they enjoyed helping their child, listening to their interesting questions and answers, and seeing their progress throughout the ten weeks. One tutor commented that she was amazed that her child could remember the title and author of every book. Many tutors stated that seeing their child's enthusiasm for reading and observing their progress was very rewarding.

Question 4. What were the biggest obstacles you encountered during your experience?

Several tutors mentioned that the biggest obstacle was keeping their child's attention focused on the books and activities, especially when they had to work in the cafeteria or other room filled with distractions. Again this problem may have resulted from the tutors' inexperience with reading aloud to the children. One tutor felt that because her child already knew the alphabet that she was not interested in the book containing the alphabet letters; whereas, another tutor said that changing from room to room each time was hard and that this may have had an impact on his child's disruptive behavior.

Question 5. What other information or training would have been helpful to you in reading to your child?

There was only one training session held at the beginning of the program. This training provided the tutors with the opportunity to learn and discuss read aloud techniques and management strategies. Most of the tutors commented that the training gave them knowledge of what the LAP Reading Program was about and what was expected of them during the ten weeks. One tutor stated that the training informed him of what to expect from his child and the child's present reading level. Several tutors indicated that the activities were well-planned and easy to follow and that the schedule was helpful.

Question 6. What other information or training would have been helpful to you in reading to your child?

Many tutors responded that they would have liked background information on their child's family. A few tutors mentioned that they wanted feedback from the parents to find out if they were really reading the books to their child at home. Other tutors wanted to know what their child was learning in the classroom and specific strategies on how to increase student motivation, vocabulary, and comprehension.

Question 7. What do you feel could be done to make the LAP program better?

Some tutors stated they felt there needed to be designated rooms for the reading sessions and that this program should continue for the entire school year. One tutor stated

that the level of the books progressed "too fast" for her child. Another tutor wanted more time to get to know her child through field trips and activities at school.

Question 8. What benefits did your child receive from the program?

Tutors stated that their child gained general knowledge about reading and began to develop an understanding about print concepts such as front to back, left to right, and differences between words and letters. Overall, the tutors felt that through the one-to-one reading experience that the children learned what titles and authors were in books along with developing friendships and gaining support from the tutors.

Question 9. What did you learn from the experience?

Many tutors said that they learned a great deal from the experience. For example, one tutor stated that reading to children is very important and that it stimulates creativity and general knowledge about books. One tutor responded that it made him realize that learning is individualized and there are different cultures in this world. Overall, most of the tutors believed that all children can learn if given the time and resources.

Question 10. What activities worked well with your child?

The activities that tutors suggested worked best with the children were coloring and creating books, making puppets, and pretending and acting out different parts from the stories. One tutor commented that her child enjoyed cutting and coloring because he felt he was good at these skills. Another tutor stated that asking the child questions caused the child to focus, think, and respond by communicating ideas.

Question 11. Is there anything else you would like to share?

In response to the last question, most of the tutors stated the LAP reading program was great and that they found it beneficial to the children as well as for themselves. One tutor commented, "I think the LAP Program sees that to help a child read, that the child must be helped and made to feel that they can learn, feel enabled, and are regarded as intelligent, important, liked, and cared about human beings."

Results from the Teacher/Principal Questionnaire

The principal and the two teachers of the children in the LAP program were asked to

evaluate the effects of the program on the children and their parents and to indicate whether or not they had been able to use the books and the activities in their classrooms.

One teacher summed it up eloquently, "Besides having 10 books of their own and a tape recorder, the children really thrived on the individual one-on-one work done with the student volunteers. They were proud and excited to go with their special person. Every time I read one of those stories, there were many voices saying, `I have that book! I have that book!' They know the stories by heart and love them." The other teacher commented, "It is sad to think that this program may have provided the only lap reading some of my students have ever had."

The principal cited several benefits for the children including increased enthusiasm toward school and toward reading, improved reading skills, more practice reading, and positive role models.

In terms of parental involvement, the principal reported that some parents had told him that they were reading more with their child at home. He also said that the program had helped the parents feel more positive about the school and their child's education. One of the teachers said that when she asked the children if their parents had read a certain book with them, she heard a lot of "yes" answers. Because the children knew the stories so well, she believed that the parents were still reading the books with their children even after the project was completed.

In terms of the teachers' use of the books in the regular classroom one reported that she put the books and tapes in the listening center and read the stories to the whole class. She said that the class had created their own version of Brown Bear and had created some new verses for The Wheels on the Bus. She recommended that separate activities be created for the teachers so that they would not be repeating the activities that the lap tutors had already done with the children.

The principal had one recommendation, "Expand the program! Include all the kindergarten children."

SUMMARY AND DISCUSSIONS

Child Outcomes

The LAP Program successfully achieved its major goals for the five-year-old at-risk children involved in the project. Based upon their pre- and post-test scores on the Print Awareness Test, the children demonstrated significantly higher knowledge of books and print concepts. The tutors, the children's teachers, and the principal all reported that the children benefited from the one-to-one interaction with the university student. They felt proud and happy to go with their "special reader." Parents noted their children's increased interest in books and the children's frequent use of the books and accompanying tapes.

Family Involvement

In terms of increased family involvement in the children's reading, parents reported reading with their children and doing some of the recommended activities with the books and teachers reported that the children said their parents were reading the books to them. The children's high degree of familiarity with the books indicated that they were, indeed hearing the books at home. The principal felt that participation in the project had caused the parents to take more interest in their children's reading and to feel more positive about the school, in general.

The tutors reported that they had learned a great deal from their involvement in the study. Not only had they learned about ways to share books with children, but also they had learned about children who came from different backgrounds than their own. One tutor reported that "when we first colored people, I innocently handed the yellow crayon to him; he just lightly refused and picked up the brown one." He noted further that although they came from "two totally different worlds," we were "influenced by many of the same things while growing up, e.g. brothers and T.V."

One tutor had a child with extreme emotional and behavioral problems. Several times he had to retrieve the child from the SAFE program before he could work with him and it was often difficult to keep the child on task. However, he reported that "during the last session

for no reason, Joey (pseudonym) suddenly gave me a powerful hug. He didn't say anything. He didn't have to."

The tutors did not improve in their literature sharing strategies to the extent that the project directors had hoped. This problem was probably due to the limited training and feedback given to the tutors. When the project was proposed, the plan was to obtain volunteers from one or two reading and language arts methods classes and to incorporate the training into these classes. However, due to the other requirements in these classes, it was not possible to also require participation in the LAP Reading Program. Thus, the volunteers were recruited from a variety of undergraduate methods classes at two local universities. They were given an initial training session in effective literature sharing strategies; however, the only other feedback they received following observations by the project directors was in the form of short news on the weekly activity sheets developed for them.

To improve the training for the tutors, more training sessions are needed. It would also be valuable to conduct more frequent observations of the tutors' read-aloud sessions followed by specific feedback regarding their interactions with the child. If participation in the project was a class requirement, it would be easier to incorporate literature sharing strategies into the class and to discuss ways to elicit more child involvement during the read-aloud sessions.

CONCLUSIONS

The LAP Reading Project succeeded in improving the children's scores on Clay's knowledge of literacy test. Well's (1986) research in early reading indicated that success on this knowledge of literacy test was the best predictor of overall achievement at the age of 7 and still at the age of 10. Scores on this test were also highly correlated with family background factors such as parents who read more and owned more books and parents who also read more often to their children.

Only longitudinal measures of school achievement will provide evidence regarding the long term efficacy of a brief (10 week) intervention project aimed at teaching children with

limited knowledge of books and print concepts these aspects of literacy that are associated with children who come from literate home backgrounds.

Is it possible for a program such as the LAP Reading Program to help close the achievement gap between those children who come to school without book handling knowledge and those children who already possess these skills when they enter school? Will hearing books read aloud by a supportive adult who discusses the books and print concepts help develop the children's understanding of the purposes of efforts at learning to read? The initial results of the LAP Reading Program are positive, but it will be necessary to follow the children into the primary program to determine any possible long term effects on school achievement.

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APPENDIX A

September 22, 1993

Dear Family Members,

Congratulations! Your child has been chosen to participate in the LAP Reading Program at Russell Elementary School. This program will help your child develop a greater knowledge of print concepts, increase story comprehension, and develop a positive attitude toward books and learning to read.

Three times a week, an education student from the University of Kentucky will visit the school to read to your child. Along with the readings, your child will be involved in many fun activities related to the stories.

The ten stories are:

Brown Bear, Brown Bear
Ten Black Dots
The Wheels on the Bus
The Very Hungry Caterpillar
Whistle for Willie
Where the Wild Things Are
Chicka Chicka Boom Boom
Amazing Grace
Three Billy Goats Gruff
The Very Quiet Cricket

Your child will receive a copy of each story, an audio tape of each story, and a cassette tape player. All of these items will be for your child to keep and use at home for their continued reading enjoyment.

The reading program begins the week of September 20th. If you have any questions about the program, please contact Paige Carney or Vicki Willis at 257-6734, or ask your child's teacher, Mrs. Clewett. We look forward to working with your child!

Sincerely,

Paige Carney, Vicki Willis
Institute on Education Reform
University of Kentucky

Diana Clewett
Kindergarten Teacher

Les Anderson
Principal

September 22, 1993

Dear Family Members,

We are very excited to report that the LAP Reading Program has gotten off to a great start this week--both the students and tutors have really enjoyed the reading sessions. Each week on Thursday or Friday your child should be bringing home a packet with the book, a tape of the book, and a **parent activity sheet. We appreciate you working with your child at home on these fun, easy activities**--the children should be very familiar with the book by the time they bring it home.

Your child's tutor is _____. He/she will be coming to school to read with your child on _____.

We know the children will be looking forward to these sessions, and we appreciate your efforts to ensure they are in school on those days.

Thank you again for your help. If you have any questions about the program, please call Paige Carney or Vicki Willis at 257-6734, or contact Mrs. Clewett.

Sincerely,

Paige Carney Vicki Willis Diana Clewett

APPENDIX B

READING ALOUD TO CHILDREN

Physical Space

Children can see & hear
Children are relaxed & comfortable

Management

Tutor reminds student of good participation behaviors
Pacing of the story allows for pupil interest
Tutor maintains control

Preparation

Tutor has pre-read the book
Tutor tells the student the author's & illustrator's name

Book Sharing

Tutor shows he/she likes the book and enjoys reading it
Tutor's reading style reflects
- voice inflections
- clear diction
- body language and gestures as appropriate
- adequate volume
- pacing that allows for response
- eye contact and facial expressions

Book Responses

Tutor invites the student to predict events in story
Tutor invites student responses
Tutor accepts/extends responses
Tutor helps link book with the student's lives
Tutor ensures understanding of key vocabulary words
Tutor uses questions purposefully
Tutor provides for additional responses (activity packets)

Reference:

Hoffman, J. V., Roser, N., & Farest, C. (1987, December).
The development and implementation of effective literature sharing strategies in kindergarten and first grade classrooms. Paper presented at the 37th Annual Meeting of the National Reading Conference, Clearwater, Fl.

APPENDIX C

THE VERY HUNGRY CATERPILLAR
BY ERIC CARLE

Before reading the text:

What do you think this book will be about?
Have you ever seen an insect like this before? (What is it called?)
(Read the title). What do you think this caterpillar is going to do in the story?

After reading the text:

What happened to the caterpillar in the story?
Why did he get so big and fat?
Have you ever eaten that much food? What happens when you eat a lot of food?

ACTIVITY 1

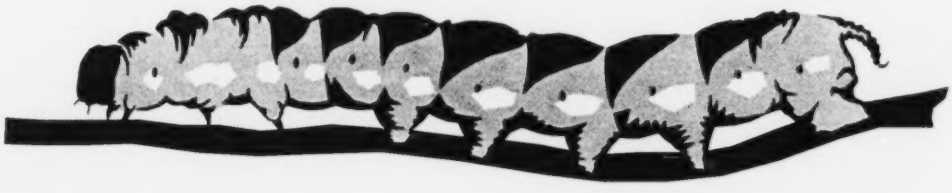
MATERIALS NEEDED - Fruit pictures, & crayons

1. Read the story to the child.

2. Discuss with students the kinds of food that the caterpillar ate. Show the student the counting sheets with the pictures of fruit on them. The tutor should cut the sheets (to save time) into five cards, and read through each card pointing under the words.

3. Place the cards face up on the table out of order and ask the child to put them in order--if they need assistance getting started, help them. As they put them in order, read the words on the card again with the child. Let them take the cards home to color and play with.

4. **Reread the story to the child.**



ACTIVITY 2

MATERIALS NEEDED - Marker, & change book

1. Read the story to the child. After reading the story, ask the student how the caterpillar changed in the story. If the child wants to look at the book to help them remember, let them do that. How did he start out? (egg) What happened to him next? (caterpillar) What did he build around himself? (cocoon) What happened when he came out of the cocoon? (butterfly)

2. The tutor should show the child the "change" book from the packet, going over each picture. Ask the child to tell you a sentence about each picture and record it on the blank page opposite the picture. Read their sentences back to them, and let them take the book home to color.

3. **Reread the story.**

ACTIVITY 3

MATERIALS NEEDED - Marker, & pre-made book

1. Read the story to the child. Tell the student that they get to write their own version of the hungry caterpillar. Using the pre-made book, let them decide what the caterpillar will eat through. Record their words on each page--go through the whole book and write on each page.

2. Let the child draw the pictures to go with their words. Review the words on each page as the child draws.

3. **Reread the story with the child.** Remember to point under the words, and let them take the book home.

1 Monday

one apple

2 Tuesday

two tomatoes

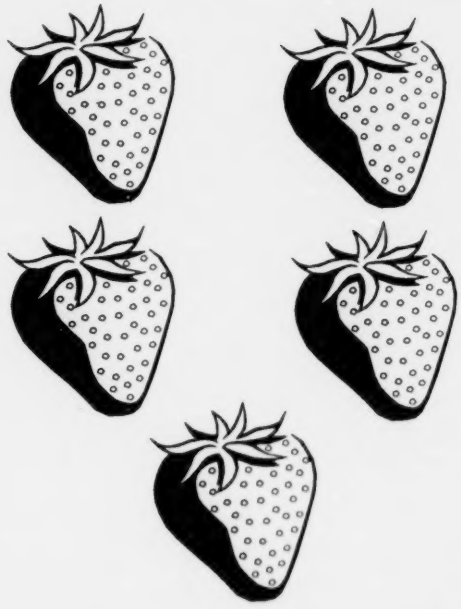
3 Wednesday

three pears

4 Thursday

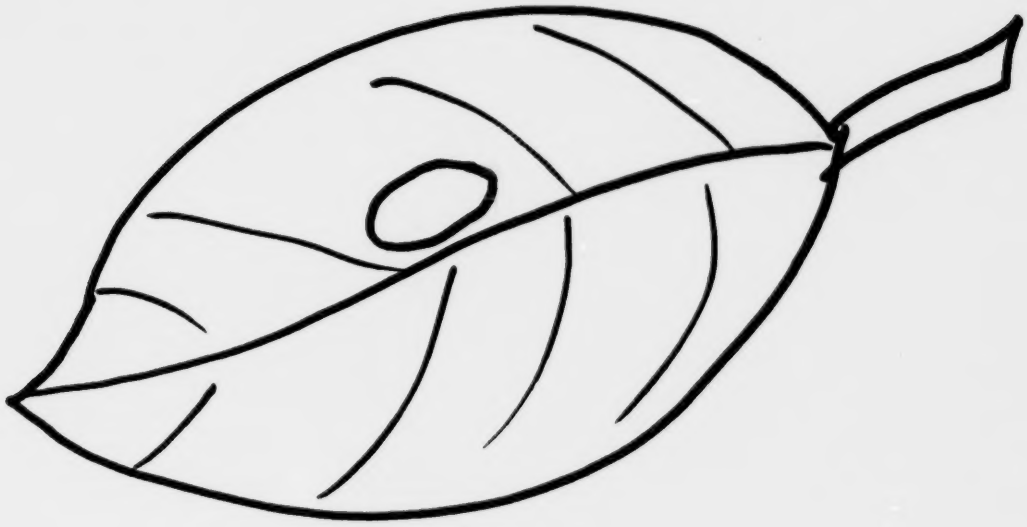
four bananas

5 Friday

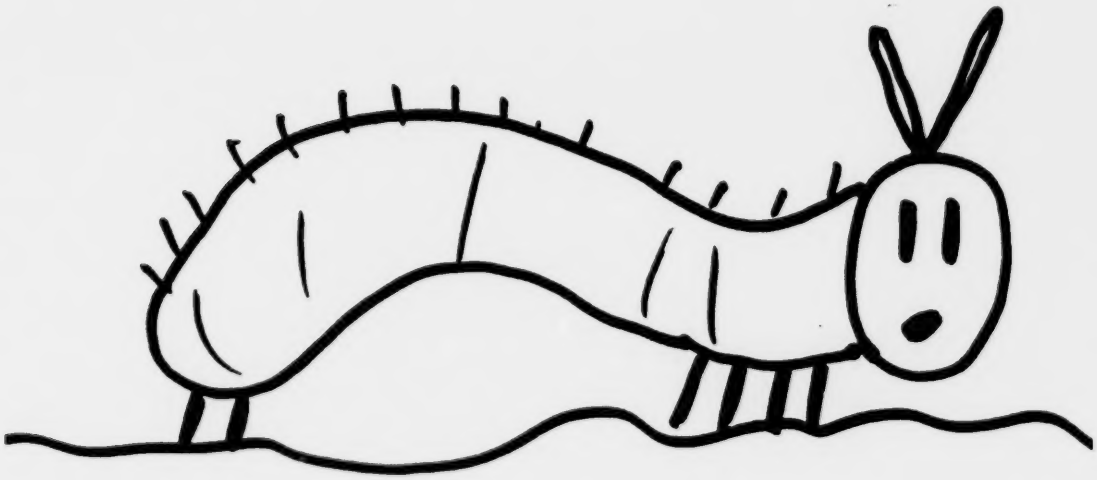


five strawberries

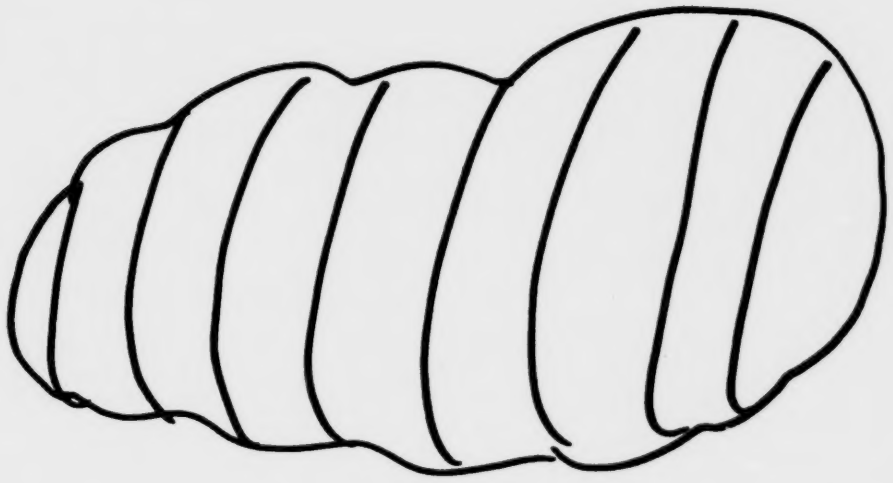
How a Caterpillar Changes



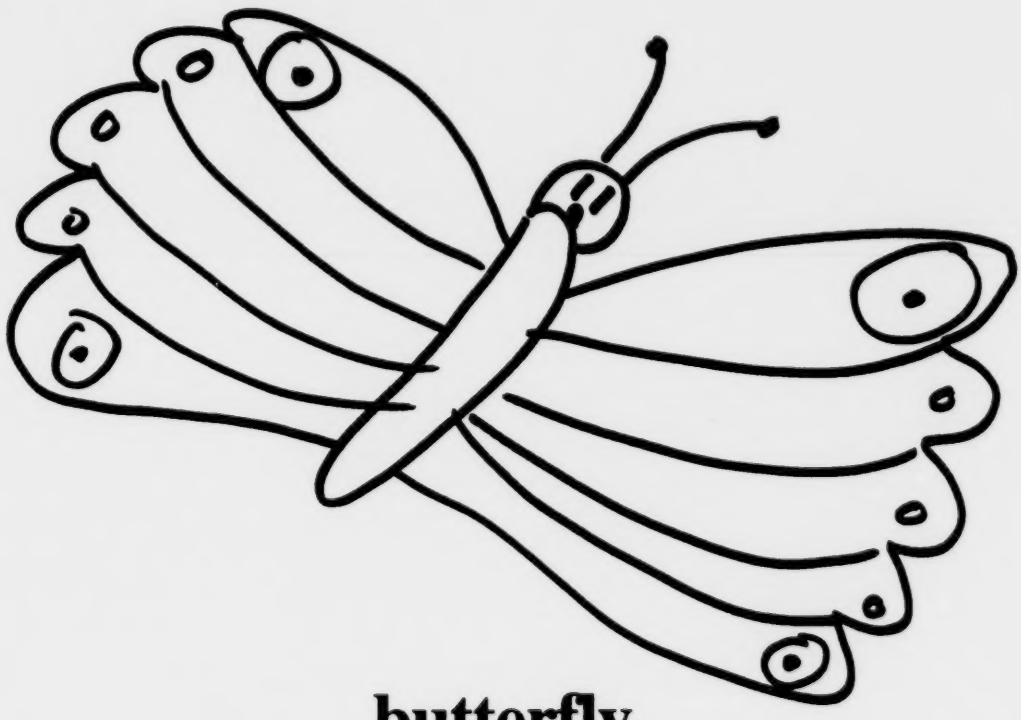
egg



caterpillar



cocoon



butterfly

The Very Hungry Caterpillar

by _____

On Monday the caterpillar ate through one _____.
But he was still hungry.

On Tuesday he ate through
two _____.
But he was still hungry.

On Wednesday he ate through
three _____.
But he was still hungry.

On Thursday he ate through four _____.
But he was still hungry.

On Friday he ate through five _____.
But he was still hungry.

APPENDIX D

FAMILY ACTIVITIES:
THE VERY HUNGRY CATERPILLAR

Dear Parents,

We hope you will enjoy reading and listening to the tape of the Very Hungry Caterpillar with your child. Here are some ideas for some activities to follow the reading. Please choose the activity you are most comfortable doing.

---

1. Read or listen to the tape of the book with your child. Ask them some questions about the story. For example:

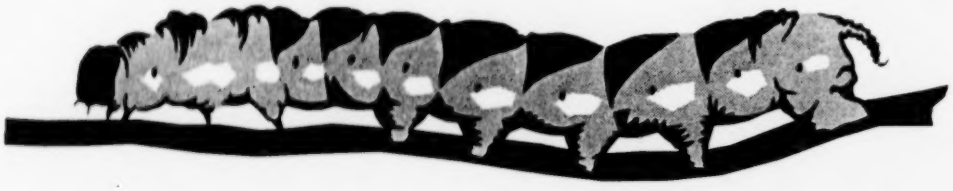
   What happened to the caterpillar in the story? How did he change?

   If you could choose to be an egg, caterpillar, or butterfly, which one would you be? Why?

   What do you think it felt like to be inside the cocoon?

OR

2. Cut out the counting cards on the next page and ask your child to lay them out in order. You can ask them also to match the correct number to the picture that goes with it. Your child may enjoy coloring the cards or making their own cards after playing the matching game.



one

apple

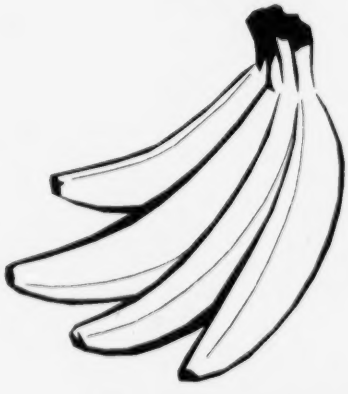
two

tomatoes

three

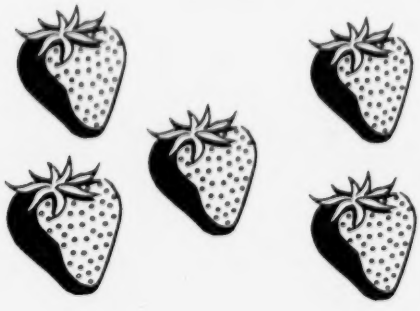
pears

four



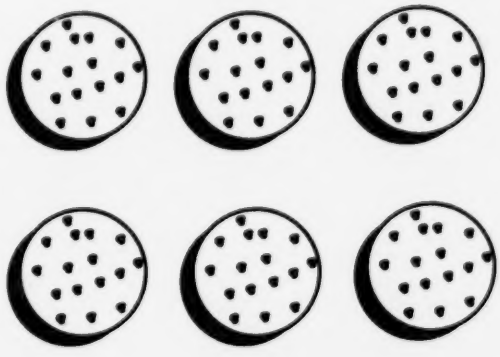
bananas

five



strawberries

six



cookies

1
2
3
4
5
6

APPENDIX E

Observation--LAP Reading Program

Tutor_____ **Child**_____**Date**_____

Observer_____ **Book**_____

NUMBER OF TIMES BEHAVIOR IS OBSERVED	**COMMENTS**
1. Prediction? **Before Reading During After reading**	
2. Participation/involvement of student during the reading?	
3. Questioning and extending student responses?	
4. Connecting the book with the child personally?	
5. Focusing on any particular vocabulary?	
6. Providing follow-up activities after reading the book?	

APPENDIX F

CODE_____

Dear Parents,

Would you please take a few minutes to respond to the questions below. The Institute on Education Reform would like to thank you for allowing your child to participate in the LAP Reading Program. Please place the response sheet in the enclosed stamped envelope.

Circle the number that tells how you feel about the questions.

1. Did your child use the books at home?

1	2	3	4
Not at all	A few times	Several times	Not many

2. How many other children in your family read the books?

0	1	2	3	4
Number of children				

3. Do you feel your child enjoyed the Reading Program?

1	2	3	4
No	Some	Quite a bit	A whole lot

4. Do you see a difference in your child's interest to read books?

1	2	3	4
No	Some	Quite a bit	A whole lot

5. Were the home activities helpful to you when reading the books to your child?

1	2	3	4
No	Some	Quite a bit	A whole lot

Please answers the questions in the spaces provided.

6. What did you like the most about the LAP Reading Program?

_____

_____

_____

_____

7. Do you have any additional comments about the LAP Reading Program?

_____

_____

_____

_____

Thank you! We hope your family enjoys the books for many years!!